



SCIENCE OF READING

What IS the Science of Reading?

The **Science of Reading** describes evidence-based teaching practices, supported by decades of extensive brain research, that effectively teach children the foundational skills of reading.

What the Science of Reading is NOT:

- An ideology, philosophy, or political agenda
- A fad, trend, new idea, or pendulum swing
- A program of instruction or curriculum
- A one-size-fits-all approach
- A single component of instruction (e.g. - only phonics)

RESEARCH-BASED V. EVIDENCE-BASED

"Evidence-based" refers to comprehensive studies, like the National Reading Panel, that incorporate peer reviewed research. "Research-based" can refer to *any* research with no regard to academic rigor or quality.

WHOLE LANGUAGE

A literacy instruction philosophy that assumes that learning to read occurs naturally and exposure to text will develop necessary reading skills. Explicit phonics are not taught. This method is not backed by evidence-based studies on effective literacy instruction.

BALANCED LITERACY

Uses many components of whole language and might include limited phonics instruction. Balanced literacy does not provide adequate explicit instruction time for the five core skills that are essential to effective literacy instruction. This method is not backed by evidence-based studies on effective literacy instruction.

3-CUEING OR "MSV" (MEANING, STRUCTURE, VISUAL)

An instructional method where teachers prompt students based on a few sources of information to "read" a word or sentence. This method often leads to students guessing based on visual cues. This method is not backed by evidence-based studies on effective literacy instruction.



The Five Building Blocks of Reading

PHONEMIC AWARENESS | PHONICS | VOCABULARY | FLUENCY | COMPREHENSION

In 2000, the National Reading Panel identified these concepts as the core of effective reading instruction.



SOUTH CAROLINA'S MOMENT OF OPPORTUNITY

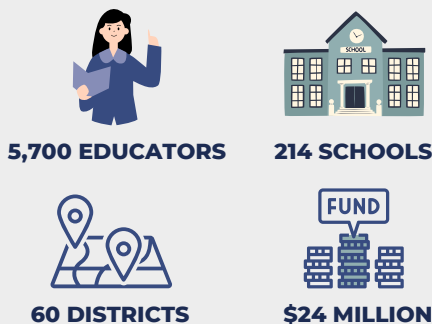
Learning from "The Mississippi Miracle"

Reading is the essential foundation of all other learning. According to the most recent state data, only 48% of 3rd grade students in South Carolina are reading on grade level. The situation requires urgent action. Thankfully, we know real progress is possible.

In 2013, Mississippi passed the Literacy-Based Promotion Act. The law ensured all K-3 teachers were trained in the Science of Reading using an intensive literacy training known as Language Essentials for Teaching Reading and Spelling (LETRS) to equip educators to know what literacy skills to teach, the background research supporting those methods, and how best to teach them. This investment has paid huge dividends for Magnolia State students and is closing achievement gaps across the state.

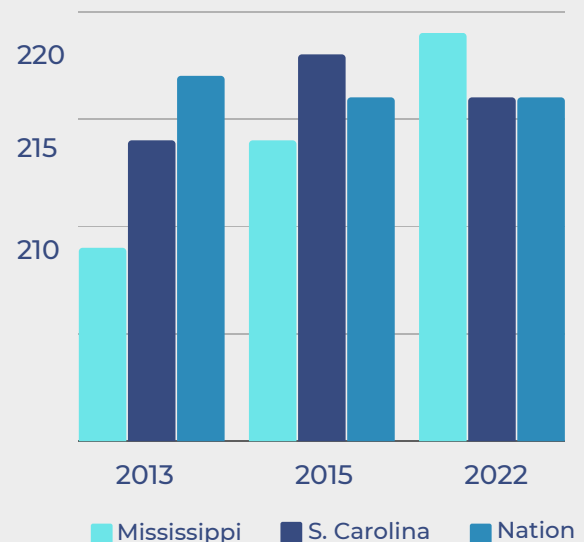
South Carolina has begun its own LETRS journey and is already beginning to see results for students and newly empowered teachers. Much work remains to be done...but by harnessing the power of the Science of Reading, South Carolina's education future is bright!

SOUTH CAROLINA'S CURRENT LETRS INVESTMENT



SCDE's FY2024 budget request will allow ALL K-3 teachers to receive LETRS training, plus a stipend for successful completion.

NAEP 4TH GRADE READING SCORES



Source: www.nationsreportcard.gov